DOCUMENT RESUME

ED 149 031 08 CE 013 927

AUTHOR Hull, William L.; Bina, James V.
TITLE Increasing the Impact of Federally-Administered Vocational Education Exemplary Projects. Final Report. Leadership Training Series No. 52.
INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
PUB DATE 77
CONTRACT OH-V-N-O
NOTE 76p.; For a related document see CE 013 926 ; Some parts of the document may not reproduce clearly due to quality of print
AVAILABLE FROM National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS *Adoption (Ideas); *Demonstration Projects; Diffusion; *Educational Innovation; Educational Planning; Educational Programs; Evaluation; *Federal Programs; *Information Dissemination; *Vocational Education

ABSTRACT

This report was written as a companion piece to "Increasing the Impact of Innovative Projects," proceedings of the national conference on the impact of federally-administered vocational education exemplary projects. Brief descriptions of the project's accomplishments, major activities and events, problems, publicity activities, and dissemination activities are presented, as well as a description and graphic illustration of the evaluation of the conference activities. Approximately half of the report is comprised of an appendix which includes a glossary of terms, a background paper for strategy development, samples of project publicity and dissemination activities, and a sample of a follow-up project evaluation questionnaire. (BL)

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ED149031

Leadership Training Series No. 52

INCREASING THE IMPACT OF FEDERALLY-ADMINISTERED VOCATIONAL EDUCATION EXEMPLARY PROJECTS

Final Report

William L. Hull
James V. Bina

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The Center for Vocational Education
The Ohio State University
Columbus, Ohio

1977

CE 013 927

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THE CENTER MISSION STATEMENT

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- **Generating knowledge through research**
- **Developing educational programs and products**
- **Evaluating individual program needs and outcomes**
- **Installing educational programs and products**
- **Operating information systems and services**
- **Conducting leadership development and training programs**

FOREWORD

Vocational education exemplary projects are funded to improve programs by demonstrating promising practices. The effectiveness of these demonstrations can be increased with the aid of communication networks and dissemination strategies. The Vocational Education Amendments of 1976 (Public Law 94-482) emphasize the need for increased impact of these federally-administered vocational education exemplary projects.

The purpose of this project was to increase the impact of federally-administered vocational education exemplary projects. A national conference was used to upgrade the skills of exemplary project directors in the use of effective dissemination strategies. Persons attending the conference included Part D exemplary project directors at the state and local levels, cooperative education and work experience state consultants, teacher educators, developers of experience-based career education, and specialists in innovation dissemination. The conference had 153 participants with representation from each of the fifty states plus Puerto Rico and the District of Columbia. This scope of involvement enhanced the impact of the federally-administered vocational education exemplary projects.

The proceedings of the national conference were reported in the publication, *Increasing the Impact of Innovative Projects,* Leadership Training Series No. 51. This Center report, Leadership Training Series No. 52, was written as a companion volume to the proceedings.

We appreciate the assistance of the ten USOE Regional Offices as well as the state departments of vocational education in making this project possible.

We wish to specifically acknowledge the assistance received from members of the planning committee: Clayton D. Carlson, Part D Project Director, Watertown Independent School District No. 1, Watertown, South Dakota; James Dasher, Supervisor of Exemplary Programs, Division of Vocational, Technical, and Adult Education, State Department of Education, Little Rock, Arkansas; Homer E. Edwards, Director, Vocational Education Programs, Region V, U.S. Office of Education; Paula Hocken, Distributive Education Teacher-Coordinator, Trevor G. Browne High School, Phoenix, Arizona; Ronald D. McCage, Director, Research and Development Section, Department of Adult, Vocational and Technical Education, Illinois Office of Education, Springfield, Illinois; Bernard C. Nye, Assistant Director, Distributive Education Services, Division of Vocational Education, Ohio Department of Education, Columbus, Ohio; Alex Perrodin, Associate Dean-Instruction, College of Education, University of Georgia, Athens, Georgia; Peter C. Rein, Director, Division of Work-Study Education, St. Louis Public Schools. St. Louis, Missouri; and John A. Wanat, Director, Cooperative Vocational-Technical Education, New Jersey State Department of Education, Trenton, New Jersey.

In addition to the authors of this report, William L. Hull and James V. Bina, we extend appreciation to Darrell L. Parks, Assistant Director, Division of Vocational Education, Ohio Department of Education; Daryl E. Nichols, Program Officer, Vocational and Technical Education, Region V, U.S.

Office of Education; Joyce D. Cook, Part D Program Coordinator, U.S. Office of Education; Marion R. Craft, Program Officer, Cooperative Education, Work Experience, and Work Study Programs, U.S. Office of Education; Lawrence Braaten, Chief, Demonstration Branch, BOAE/DRD, U.S. Office of Education; and David H. Hampson, Chief, Division of Career Exploration, Education and Work Group, National Institute of Education for their assistance in the planning and conducting of this project.

Robert E. Taylor
Executive Director
The Center for Vocational Education

TABLE OF CONTENTS

FOREWORD iii

CONTENTS v

LIST OF TABLES vii

CHAPTER I. INTRODUCTION 1

CHAPTER II. ACCOMPLISHMENTS 3

CHAPTER III. MAJOR ACTIVITIES AND EVENTS 5

CHAPTER IV. PROBLEMS 11

CHAPTER V. PUBLICITY ACTIVITIES 13

CHAPTER VI. DISSEMINATION ACTIVITIES 15

CHAPTER VII. DATA COLLECTION AND EVALUATION FINDINGS 17

REFERENCES 25

APPENDIXES

A. Needs Assessment Information 27

B. Notes from Planning Committee Meeting 29

C. Training Materials 33

1. Definitions 33
2. Strategy Background Paper 39

D. Conference Program 43

E. Publicity Activities 47

1. A.V.A. Poster 47
2. *Centergram* Article 49
3. Conference Brochure 51

F. Dissemination Activities 53

1. Newsletter 53
2. *Communicator* Article 57

G. Follow-Up Project Evaluation 59

H. List of Participants, Presenters, and Presiders 63

LIST OF TABLES

1. Major Project Activities and Events by Objectives 4

2. Major Presentations: Percent of Participant Ratings on Usefulness/Effectiveness Criteria 18

3. Small Group Presentations: Percent of Participant Ratings on Usefulness/Effectiveness Criteria 18

4. Workshop Sessions: Percent of Participant Ratings on Usefulness/Effectiveness Criteria 19

5. Conference Summary: Participant Ratings of Conference Activities 19

6. Number of Participants Using Awareness/Interest Strategies 22

7. Number of Participants Using Evaluation/Trial Strategies 23

8. Number of Participants Using Adoption/Adaption Strategies 24

CHAPTER I

Introduction

Vocational education exemplary projects have been funded by the federal government since July, 1970, as a result of the enabling legislation Public Law 90-576. The intent of Part D of P.L. 90-576 was to fund projects which would demonstrate tested materials and activities in school settings. The desired outcome of these projects was the increased use and spread of the exemplary project results.

Despite the three-year duration of most of these federally-administered exemplary projects,[1] little is known about project results. The Committee on Vocational Education Research and Development (1976) indicates a lack of documented evidence of use of project results. Research by Development Associates (1975); Rand (1975); and Hull and Bina (1977) indicate limited progress in the spread of exemplary project results to other school districts. The Development Associates study found little relationship between project activities and efforts to disseminate results.

Numerous reasons exist which can explain or describe the above situation. Local school districts have little reason to foster use of exemplary project results beyond their own boundaries. Teacher education agencies such as universities have few linkages to federally-administered exemplary projects. State education departments sometimes lack ownership of the federally-administered projects, therefore they may be reluctant to promote the results throughout the state. This finding is documented in the RAND Study of federal programs supporting educational change (1975). However, even when state agencies wish to disseminate exemplary project results to school districts, barriers to effective communication exist. One barrier is the lack of data on the utility of the exemplary project results. This limits the capability of potential users to determine the probability of successful use in their district. Another barrier is the limited amount of funds which has been invested in the spread of exemplary practices. A third barrier is the ability of project directors to use effective dissemination strategies to increase the impact[2] of project results. This third barrier was the one addressed by this leadership development project. Consequently, the objectives and outcomes of this project are primarily people centered.

Objectives

The major objectives of the project were:

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[1] "Federally-administered exemplary projects" refers to those projects funded by the USOE Commissioner's share of Part D in Public Law 90-576 for the years July 1, 1970, through June 30, 1976.

[2] "Impact" refers to increased awareness and knowledge of changes in behavior which can be attributed to results from vocational education exemplary projects.

1. To make local, state, and national vocational educators more aware of vocational education exemplary program results;

2. To increase the knowledge of those persons attending the national conference; and

3. To increase the use of effective implementation strategies, appropriate evaluation designs, and the results of exemplary programs.

Target Audiences

The target audiences of this project included current federally-administered exemplary project directors, both new and continuing; state coordinators of exemplary (Part D) programs; USOE regional exemplary program coordinators; state supervisors of cooperative education programs; state supervisors of work experience programs; and teacher educators. Each of the above groups received special invitations to attend the conference. Some thought had been given to inviting third party evaluators; however, based on the recommendation of the planning committee, they did not receive a special conference invitation.

Current Part D Priorities

Some time at the conference was spent on current Part D priorities. This integrated the dissemination strategies developed at the conference with current project content priorities. These priorities are as follows:

1. Experience-Based Career Education Programs;

2. Cluster-Structured Programs of Occupational Exploration and Initial Job Preparation Programs; and

3. Cooperative Vocational Education and Work Experience Programs.

One activity at the conference tended to group people according to these priorities.

Issues and Needs

This project addressed major content issues relevant to Part D projects such as the legal implications of non-paid experiential learning; establishment of standards for the award of academic credit; and the requirements for achieving sex fair guidance and career opportunities. These issues were well received by the participants as noted in the evaluation section of this report.

USOE Regional Offices and State Part D Program Offices were surveyed to assess current needs. The identified needs are noted in Appendix A. They include indications that local project directors and state project directors are not fully aware of their dissemination role.

The following chapters of this report address the accomplishments and major activities and events of the project. This report follows the Outline for Program Performance Reports for Adult Vocational Education Professions Development Act (EPDA) Programs.

CHAPTER II

Accomplishments

The accomplishments of this project were achieved primarily through the conduct of a three-day national conference held in Fort Worth, Texas. The conference, "Increasing the Impact of Innovative Projects," was held February 23-25, 1977, with representation from each of the fifty states plus Puerto Rico and the District of Columbia. See Appendix H for a list of participants, presenters, and presiders.

The three primary objectives of the project will be described and related to the major activities and events of the project. Chapter III contains detailed discussions of project activities and events.

Objective 1: *To make local, state, and national vocational educators more aware of vocational education exemplary program results.*

This major objective was attained through a number of activities. Initially a needs assessment of major issues and problems associated with the installation and use of exemplary project results was conducted by project staff. These materials alerted potential participants and planners to the need for the conference and some of the benefits associated with the use of exemplary materials. The pre-conference materials forwarded to the potential participants provided information about vocational education exemplary projects. The attainment of this objective was primarily achieved through the activities (e.g., general presentations, small group discussions, workshop sessions, exhibits, and displays) at the national conference. Following the conference, highlights of exemplary project results were featured in a newsletter mailed to conference participants.

Objective 2: *To increase the knowledge of those persons attending the national conference.*

This objective was achieved through the national conference. The specific conference objectives and training materials were based on the recommendations of the Planning Committee. The specific objectives of the conference were:

1. To clarify and describe the Part D exemplary project anticipated results,
2. To discuss dissemination strategies for implementing these results, and
3. To develop state and local strategies for encouraging the spread of these results from one site to another.

The training materials provided to the conference participants included:

1. A set of definitions for use at the conference, see Appendix C. 1;
2. A copy of the keynote presentation;

3. A background paper for strategy development, see Appendix C. 2;

4. A copy of the *Innovations Evaluation Guide (IEG);* and

5. A copy of the guide, *Organizing and Conducting Demonstration Projects in Vocational Education.*

As noted in the recommendations of the Planning Committee, no attempt was made to validate the above materials prior to the conference. See Appendix B for the Notes from the Planning Committee Meeting.

The knowledge gained by participants resulted from the materials made available to participants, the presentations by experts at the conference, and the exhibits and displays of exemplary project results.

The question of whether or not to pre-post test the participants at the conference was discussed at the planning committee meeting. We decided the diversity of presenters and the variety of materials being discussed would preclude any effective paper and pencil measure of knowledge gained at the conference. Therefore, no pre-post test was used at the conference.

Objective 3: *To increase the use of effective implementation strategies, appropriate evaluation designs, and the results of exemplary programs.*[3]

Major Activities and Events	Objectives		
	Awareness	Knowledge Gain	Strategy Use
Needs Assessment	X		
Selection of Planning Committee Members	X		
Planning Committee Meeting	X		
Pre-Conference Planning	X		
Development of Training Materials	X	X	X
Conduct of Conference	X	X	X
Data Collection[4]	X	X	X

Table 1. Major Project Activities and Events by Objectives

[3] Note: The technical assistance component originally proposed to implement this objective was deleted during the funding negotiations for this project.

[4] Note: Reported in Chapter VII as recommended in the outline.

CHAPTER III

Major Activities and Events

The major activities and events of the project are described in chronological order. The activities and events are presented in seven categories:

1. Needs Assessment;
2. Selection of Planning Committee Members;
3. Planning Committee Meeting;
4. Pre-Conference Planning;
5. Development of Training Materials;
6. Conduct of Conference; and
7. Data Collection and Evaluation Findings

The first six categories are described in this chapter; however, the data collection and evaluation findings are reported in Chapter VII according to the suggested outline for this final report. Reference will be made to the appropriate appendixes. Chapter II provides a summary of the accomplishments of this project.

Needs Assessment

The needs assessment conducted by the project staff was preceded by an announcement of the project at the national conference of the state directors of vocational education. USOE regional offices and state coordinators of vocational education exemplary programs were invited to generate a list of issues and problems associated with the installation and use of exemplary project results. Specifically, the request sought to identify exemplary project needs associated with the use of results in teacher education. In addition, problems associated with evaluation of exemplary projects were explored. The results of this assessment served as an input to the planning committee meeting. The needs assessment information is included in Appendix A.

Selection of Planning Committee Members

Criteria for the selection of planning committee members were developed by project staff in conjunction with the sponsor. The criteria were:

1. Representation from as many USOE regions as possible.

2. At least one member of the committee was knowledgeable about each of the following topics: evaluation design, work study, diffusion strategies, and cooperative education.

3. At least one-third of the committee members were thoroughly familiar with exemplary programs at the state and local levels.

4. The availability of the individual to serve as a committee member.

5. Minority groups were to be represented on the committee.

6. At least one member of the committee was to be a teacher educator.

7. At least one member of the committee was to be an exemplary program state coordinator.

8. At least one committee member was to be an exemplary project director.

Nominations for membership on the planning committee were solicited from each of the USOE regional offices. The project director selected committee members subject to the approval of the project monitor.

The Planning Committee was composed of the following individuals:

Project Monitor

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Columbus, Ohio 43215

Region V Project Monitor

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Region

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Part D Project Director
Watertown Independent School District
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Region		*Region*	
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IX	Paula Hocken Coordinator of Distributive Education Trevor-Browne High School 7402 West Catalina Drive Phoenix, Arizona 85033	VII	Peter C. Rein Director of Work Study Education Madison School 1118 South 7th Street St. Louis, Missouri 63104
V	Ronald D. McCage, Director Research and Development Section Department of Adult, Vocational, and Technical Education Illinois Office of Education 100 N. First Street Springfield, Illinois 62777	II	John A. Wanat Director of Cooperative Vocational-Technical Education State Department of Education Division of Vocational Education 225 West State Street Trenton, New Jersey 08625
V	Bernard C. Nye Assistant Vocational Director Distributive Education Supervisor Room 915 State Departments Building 65 South Front Street Columbus, Ohio 43215		

Planning Committee Meeting

The Planning Committee met on October 14-15, 1976, at The Center for Vocational Education, Columbus, Ohio. All members were present. The project director convened the meeting for the primary purpose of specifically planning the national conference as well as the total project in general. The committee members were presented with a variety of alternatives for conducting the conference. They agreed on an evaluation plan for the conference and a dissemination plan for conference results. See Appendix B for Notes from the Planning Committee Meeting.

Specific recommendations resulting from this meeting were:

1. The current Part D priorities were to be used as examples of innovations which would be spread through the use of the conference.
2. The objectives of the conference were refined.
3. The emphasis on evaluation design was deleted from the conference.
4. The intent of the conference was to focus on experiential learning, however not to "sell" EBCE.

5. The location of the conference should be in Dallas, Kansas City, or St. Louis.

6. Topics and a format for the conference were specified.

7. Project directors were to be encouraged to bring reports and related materials to be displayed at the conference.

8. The training materials were to be disseminated during and after the conference. The training materials would not be validated prior to the conference and would not be used for pre-post testing.

9. The strategies developed at the conference should be used as a baseline for the follow-up questionnaire.

10. A copy of the proceedings will be distributed to each of the participants. The proceedings should be as attractive as budget and time allow.

Pre-Conference Planning

The pre-conference planning activity was initiated immediately after the October, 1976, meeting of the Planning Committee.

The project director selected the Sheraton-Fort Worth Hotel, Fort Worth, Texas, as the conference facility. Arrangements were made for appropriate lodging and meeting rooms, as well as for the catering functions.

Development of the conference program included selection of the presenters and the conference topics. Presenters from the Experience-Based Career Education models were provided by the National Institute of Education at no expense to the project. Audiovisual equipment and supplies were secured.

Invitations were offered to numerous commercial and non-profit educational firms to exhibit at the conference. In addition, the participants were encouraged to bring materials from their project to be displayed at the conference.

Registration of participants and financial arrangements were coordinated by the project staff.

Development of Training Materials

The training materials for the conference participants were developed and based on the recommendations of the Planning Committee.

The training materials were composed of five items as previously mentioned in Chapter II. First, the definitions were provided to establish a common frame of reference for discussion at the conference. This handout includes the six criteria which must be met to allow students to engage in non-paid work experience, as well as a summary of the characteristics of the following programs: Cooperative Education, EBCE, Work Experience, and Work Study. Second, a copy of the keynote presentation by Dr. Eugene L. Dorr was provided to each participant. Third, a background paper for strategy in the development of dissemination/implementation strategies. Fourth, a copy of the *Innovations*

Evaluation Guide (IEG) was included in the training materials. Numerous participants requested additional copies of the IEG as well as the other materials for use in their home settings. Finally, a copy of the guide, *Organizing and Conducting Demonstration Projects in Vocational Education* was mailed to each participant as well as a newsletter and the conference proceedings.

Conduct of Conference

The national conference was conducted in the Sheraton-Fort Worth Hotel, Fort Worth, Texas, February 23-25, 1977, by The Center for Vocational Education. The primary purpose of the conference was to increase the ability of vocational education leaders to disseminate Part D exemplary project results. The conference brought together leaders of Part D exemplary projects at the state and local levels, cooperative education and work experience state consultants, teacher educators, developers of experience-based career education, and specialists in innovation dissemination.

Dr. Robert E. Taylor, Executive Director of The Center, opened the conference. The keynote speaker, Dr. Eugene L. Dorr, Associate Director of the State Board for Community Colleges of Arizona, issued a call for a human resource policy. General seminars including a symposium on implementing experiential learning and presentations from individual speakers as well as small group discussions composed the conference program. Divergent thinking was encouraged, particularly in the small group discussions. See Appendix D for the conference program. Dr. William F. Pierce, Acting U.S. Commissioner of Education, addressed the group.

Strategies for disseminating Part D exemplary project results were planned by participants in each USOE Region through the leadership of the USOE Regional Program Officers. A planning session attended by USOE Regional Program Officers and/or their representatives was held on the first day of the conference. The purpose of this session was to coordinate the development of the dissemination/implementation strategies through the RPO's leadership.

A stimulating presentation by Dr. Duane Lund, Superintendent of Schools, Staples, Minnesota, and a member of the National Advisory Council on Vocational Education, followed a banquet meeting Thursday evening. It emphasized the dissemination of project results from one school district to another.

Exhibits from commercial educational firms were available for the conference participants as well as from non-profit firms such as The Center. In addition, participants from approximately fifteen projects displayed materials to be reviewed by other conference participants. The materials from these project displays were collected for possible inclusion in ERIC.

CHAPTER IV

Problems

This project experienced no major problems. Generally, activities and events occurred as planned. However some departures from expectations should be noted.

One departure from the original plan was the change of location of the conference. Initially the conference was to be conducted at The Center for Vocational Education in Columbus, Ohio. However, because of the recommendation of the Planning Committee the location was changed. In addition, attempts to coordinate various federal programs met with some problems. A key member of the Planning Committee was reassigned on a higher priority federal project during the final month of planning.

Finally, informal feedback from participants questioned the need for consideration of dissemination strategies early in the life of the project. Most of the projects had been recently funded. It may have been too early for actual implementation of some of the dissemination activities.

CHAPTER V

Publicity Activities

Staff conducted numerous publicity activities during the project. Four primary approaches were used: (1) timely announcements were sent to potential conference participants through the state directors of vocational education and USOE Regional Program Officers; (2) a special poster publicizing the conference was printed for the AVA Convention (see Appendix E.1 for a copy of this poster); (3) the December, 1976, issue of the *Centergram*, which has a distribution of approximately 10,000 copies, carried an article about the conference and the project (see Appendix E.2 for a copy of this article); and (4) a conference brochure was developed which was forwarded to potential participants (see Appendix E.3 for a copy of the brochure).

CHAPTER VI

Dissemination Activities

This chapter briefly describes dissemination activities for the conference and the project.

1. A local television station reported the conference during the evening news on the first day of the national conference.

2. A project newsletter was developed and distributed to all project participants. See Appendix F.1 for this newsletter.

3. An article describing the conference was submitted to the *Communicator*. See Appendix F.2 for a copy of the article.

4. The proceedings, *Increasing the Impact of Innovative Projects,* were distributed to all project participants.

CHAPTER VII

Data Collection and Evaluation Findings

The data collection and evaluation activities of the project are reported in two categories: (1) conference evaluation; and (2) follow-up project evaluation.

Project staff developed the data collection instruments. The Planning Committee provided input into the development and review of the instruments. Human subjects clearance was secured for each of the data collection instruments.

Conference Evaluation

Tables 2 through 5 report the data collection findings for the conference evaluations by the participants. The participants were requested to evaluate the sessions each day. In addition, a form summarizing the conference was completed.

Approximately half of the persons who registered for the conference returned usable questionnaires. Sometimes the respondents did not respond to all of the items on the instruments, or the respondent would complete only the usefulness or effectiveness criteria in evaluating a session.

Table 2 shows the evaluation of the seven major presentations of the conference. The participants ranked the presentations on usefulness and effectiveness using a five-point scale of High (5) to Low (1). The rankings were aggregated for a percentage rating. Over 50 percent of the persons returning the questionnaires were positive in their assessment of the presentations. The breakdown of respondents by position is as follows: 19 state-level participants, 37 local-level participants, and 15 national representatives and/or others who attended the conference.

Generally, the state-level participants were more favorably impressed with the presentations than local-level participants.

Table 3 shows the evaluation of the eight small group presentations of the conference. The participants ranked the presentations on usefulness and effectiveness criteria using the same five-point scale. The rankings were aggregated for a percentage rating. The breakdown of respondents by position is as follows: ten state-level participants; 23 local participants and nine participants in the latter category composed of national representatives and others who attended the conference.

Generally, the small group presentations were perceived as more effective and useful than the major presentations. Two-thirds of the participants thought they were effective. These sessions discussed some of the issues involved in the conduct and implementation of exemplary projects.

Table 4 contains the evaluation of workshop sessions during which the dissemination/implementation strategies were developed. The participants ranked the sessions on usefulness and effectiveness using the

same five-point scale. The rankings were aggregated for a percentage rating. The breakdown of respondents by position is as follows: 20 state-level participants, 42 local-level participants, and 13 participants in the last category composed of national representatives and others who attended the conference.

Almost three-fourths of the participants were favorable toward the usefulness and effectiveness of these sessions.

Table 5 indicates the evaluation of the conference activities such as accommodations, schedule, staff, etc. The participants ranked these areas on a five-point scale of outstanding (5) to poor (1). A maximum of 70 participants responded to this evaluation. Each participant did not respond to all of the 15 areas. In 11 of the 15 areas, the highest overall frequency of rankings by participants was a four on the five-point scale. Participants felt good about conference staff and the choice of presenters. The respondents perceived as low quality the exhibits and the pre-conference information.

Table 2. Major Presentations:
Percent of Participant Ratings on Usefulness/Effectiveness Criteria

Position Level of Participant	N	Usefulness					Effectiveness				
		High 5	4	3	2	Low 1	High 5	4	3	2	Low 1
State	19	21.65	42.57	22.38	12.65	0.07	27.31	40.76	19.99	11.11	0.73
Local	37	19.61	30.00	27.20	14.79	8.40	26.08	26.85	30.74	8.94	7.39
Other	15	23.38	27.11	30.84	11.20	7.47	29.44	26.48	25.52	9.77	8.80
Total	71	20.98	32.81	26.69	13.44	6.10	27.13	30.57	26.71	9.71	5.87

Note: Due to rounding of numbers the percentages do not necessarily equal 100.

Table 3. Small Group Presentations:
Percent of Participant Ratings on Usefulness/Effectiveness Criteria

Position Level of Participant	N	Usefulness					Effectiveness				
		High 5	4	3	2	Low 1	High 5	4	3	2	Low 1
State	10	25.05	37.47	25.05	7.41	5.01	20.90	55.97	16.23	6.90	0.00
Local	23	27.17	29.34	29.39	9.75	4.35	22.34	39.39	27.71	9.55	1.02
Other	9	42.87	28.67	11.47	14.22	2.75	37.69	28.14	21.86	9.30	3.02
Total	42	29.89	31.19	24.55	10.20	4.17	24.72	41.24	23.59	8.76	1.69

Note: Due to rounding of numbers the percentages do not necessarily equal 100.

Table 4. Workshop Sessions:
Percent of Participant Ratings on Usefulness/Effectiveness Criteria

Position Level of Participant	N	Usefulness					Effectiveness				
		High 5	4	3	2	Low 1	High 5	4	3	2	Low 1
State	20	50.00	30.00	10.00	10.00	0.00	55.00	25.00	10.00	10.00	0.00
Local	42	33.33	35.71	16.67	9.52	0.00	33.33	28.57	33.33	2.38	2.38
Other	13	46.67	26.67	6.67	13.33	6.67	61.54	23.08	0.00	15.38	0.00
Total	75	41.33	33.33	13.33	10.67	1.33	44.00	26.67	21.33	6.67	1.33

Note: Due to rounding of numbers the percentages do not necessarily equal 100.

Table 5. Conference Summary:
Participant Ratings of Conference Activities (N=70)

Conference Activities	Quality				
	Outstanding 5	Good 4	Average 3	Fair 2	Poor 1
1. Pre-Conference Information	4	21	16	18	7
2. Meeting Facilities	8	40	17	3	1
3. Accommodations	4	24	29	9	3
4. Meals and Banquet	1	22	29	10	8
5. Choice of Presenters	10	39	10	7	3
6. Choice of Conference Topics	11	31	15	7	4
7. Conference Schedule (i.e., length and arrangement of conference activities)	5	45	17	2	0
8. Conference Staff	22	36	8	0	0
9. Overall Effectiveness of Presentations	4	43	17	3	2
10. Overall Usefulness of Presentations	6	31	22	8	2
11. Instructional Materials/Handouts	3	18	30	13	4
12. Small Group Activities	16	26	12	12	1
13. Opportunities for Informal Interaction and Exchange	10	33	10	12	3
14. Exhibits	0	7	23	25	9
15. Conference as a Whole	4	42	15	4	1

Follow-Up Project Evaluation

Following the conferences, a mail survey was sent to participants. The survey was intended to determine the use of the dissemination strategies generated at the conference. The findings of the survey are reported in Tables 6 through 8.

This follow-up was conducted two to three months after the conclusion of the conference. National representatives, presenters, and presiders were not asked to complete the follow-up questionnaire. Eighty of the 120 state and local conference participants (67 percent) returned the questionnaire. The respondents included 54 participants at the local level, and 26 participants at the state level. The respondents indicated whether they had an opportunity to use the strategy. Subsequently, if they had the opportunity, they were asked to indicate the extent of use of the strategy. In a few cases, the respondents did not respond to all of the items.

Table 6 reports the opportunity for use and extent of use by participants of dissemination strategies with the objective of encouraging awareness and/or interest of project results by others.

Specifically, the awareness-interest strategies with the greatest opportunity for use by local participants included: development of printed information for a wide variety of audiences; providing project information to educators from other school districts at national and state conferences; and the use of mass media facilities to inform the public.

The awareness-interest strategies most frequently available to the state participants included the strategies mentioned above as well as the involvement of teacher-education agencies and other governmental agencies.

Table 7 reports the opportunity for use and the extent of use by participants of dissemination strategies with the objective of encouraging evaluation and/or trial use of project results by others.

The evaluation/trial strategies most frequently available to the local participants were as follows: encouragement of active consideration by administrators; documentation of student achievement; sharing evaluative project data with administrators; and identifying change agent responsibilities within the project.

The strategies reported as being most frequently available to state participants were similar to those available to the local participants.

Table 8 reports the opportunity for use and the extent of use by participants of dissemination strategies with the objective of encouraging adoption and/or adaption of project results by others.

The adoption/adaption strategy most frequently available for use by local participants was the use of state department personnel. In addition, providing materials which can be easily adapted by other school districts was a strategy which was frequently available.

The state participants reported the strategy of using state department personnel as the most available strategy.

The local level respondents reported that 1,362 administrators and 6,730 teachers had been contacted using the strategies developed at the conference. The state level respondents reported that 918 administrators and 4,414 teachers had been contacted. This is self-report data collected from persons completing the follow-up questionnaire.

The respondents indicated a number of problems encountered in using the strategies for disseminating project results. The primary problems experienced by state level participants included lack of time and staff and the lack of project readiness to disseminate information. The primary problems experienced by the local participants were similar to the state participants. In addition, they cited the lack of support services and difficulty in encouraging teachers and administrators to try new concepts and materials as being problems.

The respondents indicated a number of specific strategies which have been effective in implementing exemplary project results from one site to another throughout the state. State participants most frequently cited on-site visits and inservice workshops as effective strategies. In addition, the use of incentives such as release time and financial reimbursement was cited as an effective strategy. The local participants indicated the use of state-wide meetings and regional group meetings as well as on-site visits as being the most effective strategies. Apparently information is shared via newsletters, films, charts, and printed materials frequently during these early stages of project activities.

Table 6. Number of Participants Using Awareness/Interest Strategies

STRATEGY	LOCAL								STATE							
	No Response	Opportunity Yes	Opportunity No	Extent 1	Extent 2	Extent 3	Extent 4	Extent 5	No Response	Opportunity Yes	Opportunity No	Extent 1	Extent 2	Extent 3	Extent 4	Extent 5
1.																
a. Develop brief commercial and educational television public service spots to inform the public about the benefits and costs of the project.	1	10	43	2	4	3	1	0	0	5	21	2	2	1	0	0
b. Provide project information to educators from other school districts at national and/or state conferences.	0	44	10	4	7	17	12	6	0	22	4	1	1	13	3	3
c. Develop a brief slide/sound tape of project activities for presentation to community service organizations.	0	36	18	4	3	9	5	15	0	15	11	3	2	2	5	3
d. Involve teacher education agencies in the dissemination of project results.	1	21	32	1	2	11	4	4	0	16	10	2	1	10	2	1
e. Interact with governmental agencies, e.g., CETA, manpower programs, and youth programs, to promote use of project materials.	0	33	21	3	8	11	8	3	0	15	11	3	4	4	3	1
f. Develop a written dissemination plan.	0	25	29	1	5	7	8	4	0	8	18	1	1	4	2	0
g. Submit brief progress reports of project activities to various agencies, e.g., Chamber of Commerce, business, industry, and labor for inclusion in their newsletters.	1	33	20	3	3	12	8	7	1	10	15	0	1	4	3	2
h. Develop printed information, e.g., brochures and flyers about the project, which can be distributed to a wide variety of audiences.	0	45	9	3	0	7	19	16	0	18	18	2	2	4	6	4
i. Submit articles describing the project to professional journals.	0	23	31	5	5	6	4	3	0	10	16	3	2	2	2	1
j. Develop and distribute a project newsletter to numerous audiences.	2	32	20	4	3	6	8	11	0	10	16	2	1	3	0	4
k. Use the mass media facilities, e.g., newspapers, radio, and television, for press releases and feature stories to inform the public about the project.	0	41	12	1	4	15	17	5	0	14	12	0	2	1	6	3
l. Conduct "career days" which highlight the project's materials and activities.	0	20	34	4	2	4	9	3	0	7	19	1	2	2	2	0

Table 7. Number of Participants Using Evaluation/Trial Strategies

STRATEGY	LOCAL								STATE							
	No Response	Opportunity Yes	Opportunity No	Extent 1	Extent 2	Extent 3	Extent 4	Extent 5	No Response	Opportunity Yes	Opportunity No	Extent 1	Extent 2	Extent 3	Extent 4	Extent 5
2.																
a. Identify change agent staff responsibilities and/or position(s) within the project for dissemination purposes.	2	31	21	2	9	8	11	1	1	11	14	0	3	5	2	1
b. Establish a technical assistance team to help other school districts use project results.	2	22	30	2	5	3	9	3	0	7	19	1	1	2	2	2
c. Encourage the active consideration of the project by administrators, e.g., principals and assistant superintendents of instruction.	1	45	8	1	7	13	13	11	0	17	9	0	7	8	1	2
d. Establish and provide incentives, e.g., release time, travel, credit, and recognition, to personnel from other school districts to evaluate and try the innovation.	2	13	39	1	2	4	3	3	0	7	19	0	1	0	4	2
e. Provide evaluative information on project results to school administrators.	1	36	17	0	2	13	15	5	0	11	15	0	1	6	3	0
f. Document student achievement of project activities.	1	42	11	0	4	7	18	13	0	14	12	1	1	3	4	4
g. Establish procedures, e.g., extended visits and internships, for personnel who desire an in-depth knowledge of the project.	3	15	37	1	3	4	3	4	0	8	18	0	2	3	1	2
h. Develop booklets on how to use project results for other educators.	3	7	44	0	2	2	1	2	1	9	16	0	3	1	1	4

Table 8. Number of Participants Using Adoption/Adaption Strategies

STRATEGY	LOCAL								STATE							
	No Response	Opportunity Yes	Opportunity No	Extent 1	Extent 2	Extent 3	Extent 4	Extent 5	No Response	Opportunity Yes	Opportunity No	Extent 1	Extent 2	Extent 3	Extent 4	Extent 5
3.																
a. Provide materials which are easily adapted and used in other school districts, e.g., designed in modules, segments, or units.	2	33	19	5	1	14	7	6	1	9	16	0	0	2	4	2
b. Provide incentives for adoption of materials, e.g., recognition, credit, travel, release time.	3	8	43	0	0	4	2	1	1	9	16	1	1	1	3	3
c. Obtain the written endorsement of the local and state advisory boards.	3	24	27	2	1	10	8	3	1	7	18	1	0	0	4	2
d. Use state department personnel to encourage adoption of the innovation by school districts.	3	38	13	3	11	12	6	6	0	16	10	0	2	6	4	4

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APPENDIX A

Needs Assessment Information

HEW Regional Offices identified the following problems:

1. Problem of Definitions: EBCE vs. Specific Vocational Education Program using Cooperative method of obtaining Supervised Occupational Experience.

2. The evaluation process gives excellent attention to programmatic elements except for the cost and funding factors. As proposals are read, reviewed, and rated, there seems to be a lessening of concern for cost effectiveness, cost per student, number of students affected, etc. These considerations are especially critical as they relate to replication.

3. Evaluation: Too often the standard against what the project was to accomplish is lacking, thereby making it difficult to assess what has actually been accomplished.

4. Need for evaluating various methods of career exploration. What are alternatives equal to EBCE?

5. Problems of assessing value of EBCE as one method of career exploration.

6. Assessment: What kinds of students benefit most from EBCE?

7. Problems of standards of expertise for Third Party Evaluators. What expertise should be expected of Third Party Evaluators?

8. Problems relating to conflict of interest regarding Third Party Evaluators.

9. Determining optimum time necessary for EBCE students to be placed on site in any one location. How many different placements per student should be accomplished?

10. Dissemination: Although efforts have been made, increased emphasis should be placed in this area.

Part D Program Officers identified the following problems:

1. Too much money is being spent for exemplary projects on one site, since staff are not retained and evaluators are viewed as outsiders.

2. Limited commitments from local districts to continue with projects after federal funds expire.

3. State priorities and federal priorities do not always coincide for exemplary projects.

4. Level of projects funded through the discretionary funds and the state funds.

5. Little or no energy is being invested in disseminating results of exemplary programs at the state and local level.

6. Lack of time for dissemination of reports.

7. Limited follow-up instruction necessary for maximum use of program results.

8. Lack of adequate materials identification.

9. Few or limited strategies to counter the "not developed here" syndrome.

10. Slow response to requests for help and/or information.

11. Insufficient inservice follow-through to utilize the efforts of the host district.

12. Inservice participation of colleges in the development and implementation of programs regarding the critical areas in career education has been limited.

13. Teaching skills needed to implement the exemplary project should be clearly and precisely identified.

14. How to keep the project and its activities visible without becoming a threat.

15. How to provide remuneration for project efforts above and beyond the call of duty which enhance the quality of the project.

16. How to share recognition for project successes.

17. Interference of unpaid work experience with regular co-op programs requiring paid work.

18. Insurance concerns, such as liability for the student.

19. The process of identifying community resources.

20. Application of the change process within the project director's educational setting.

APPENDIX B

Notes from Planning Committee Meeting

The Planning Committee for the project—Increasing the Impact of Federally-Administered Vocational Education Exemplary Projects—met on October 14-15, 1976, at The Center for Vocational Education, Columbus, Ohio. Those attending the meeting were: Darrell L. Parks, Homer E. Edwards, Joyce D. Cook, Marion R. Craft, David Hampson, Clayton D. Carlson, James Dasher, Paula Hocken, Ronald McCage, Bernie Nye, Alex Perrodin, Peter Rein, John A. Wanat, Bill Hull, Don Findlay, Paul Shaltry, and James Bina.

All persons invited to attend the planning committee meeting for the national conference on increasing the impact of exemplary projects were present. However, certain individuals were called away from the meeting periodically to attend to phone calls and other business at The Center.

Several handouts were prepared for this meeting. The information contained in the handouts was tentative subject to discussions and input from planning committee members. Titles of the handouts were as follows:

1. Exemplary Project Impact Conference (purpose, conditions)
2. Target audiences
3. Information on the experience-based career education models
4. Objectives for the project
5. Needs assessment information
6. Major issues to be addressed at the national conference
7. Specifications for training packages and facilities
8. Facilities at The Center
9. Evaluation plan
10. Dissemination plan

The background of the conference was provided via the handouts. During the first morning some confusion existed on exactly what was to be disseminated at the national conference. As we narrowed the scope of activities at the conference, it became increasingly clear that current Part D project priorities were to be used as examples of innovations which would be spread through the use of the conference.

Objectives

The objective related to the development of evaluation designs was discussed as some length and eventually deleted. Those objectives recommended for the project were as follows:

1. To become familiar with Exemplary Project Priorities.

2. To acquire specific techniques for dissemination.

3. To develop strategies for encouraging the spread of results from Part D projects.

Target Audiences

The target audiences to be invited to the conference were current (new and continuing) exemplary project directors, cooperative education supervisors, work experience supervisors, state directors, state Part D coordinators and teacher-educators.

A significant change was recommended by the planning committee: The emphasis on evaluation design was deleted from the conference; therefore third party evaluators will not receive a special invitation to attend the conference. Some attention will be given to evaluation in the small group breakout sessions. However, most of the discussion would focus on what information is needed to convince others of the desirability of project results.

Experience-Based Career Education

Paul Shaltry discussed the handout on Experience-Based Career Education (EBCE). This handout characterized the models being developed at Research for Better Schools, the Northwest Regional Laboratory, the Appalachia Educational Laboratory, and the Far West Laboratory. This handout received much attention and reinforced our perception of the need for information on the characteristics of EBCE.

It is not the intent of the national conference to "sell" EBCE. Rather EBCE represents one option for experiential based programs. The keynote presentation at the national conference should discuss characteristics and differences in experience-based educational programs.

Needs Assessment

Jim Bina summarized and reviewed the needs assessment information. Everyone agreed on the need for definition of terms early in the conference. This glossary of terms will be prepared by Center staff and distributed at the conference. It should be consistent with the information given in the keynote speech and the discussion of work experience, co-op education, and experience-based career education (EBCE) programs. The needs assessment indicated that local project directors and state project directors are not fully aware of their roles in the dissemination of project results. The needs assessment also tended to indicate the desirability of having small group discussions on topics such as site selection and the components of EBCE which are most applicable to work experience and cooperative education.

Location

A discussion of the time and location for the national conference was held with the planning committee. The perceived requirements for conducting a successful conference were identified. A tour of the CVE facilities was conducted. At the conclusion of this discussion and the tour, the

planning committee felt the facilities at CVE would be inadequate because of their lack of availability of food facilities. Therefore, it was recommended that the project director investigate Dallas, Kansas City, and St. Louis as potential sites, in that order.

Title

The title of the conference will be: Increasing the Impact of Part D Innovative Projects.

Format of the Conference

The format of the conference will be a two and one-half day meeting, with registration beginning the night before and concluding early on the first conference day. The conference days will be February 23, 24, 25, 1977, concluding at noon on the 25th. The initial presentation will include a keynote speaker on the topic of Common Characteristics and Differences in Experience-Based Education Programs. This presentation will include the glossary of terms followed by two presentations. The similarities and differences of EBCE, Work Experience, and Cooperative Education will be highlighted. Individuals nominated for this keynote presentation are: Grant Venn, Gene Dorr, Gene Bottoms, Byrl Shoemaker, Bill Pierce, Judge Kohler, and Carol Warner. The focus of the two follow-up sessions will be two operational approaches to the content of the keynote speaker. Joyce Cook and David Hampson were nominated for these presentations. It may be desirable to invite individuals from the following organizations to attend the conference: The National Advisory Council on Career Education, The National Advisory Council on Vocational Education, and the Board of Directors of N.I.E. These three sessions should conclude approximately Wednesday (February 23) noon.

The afternoon portion of the first day would consist of follow-up discussion in cross-sectional discussions of strategies. The second day would begin with a presentation. The topic of the presentation is: How Can Part D Project Results be Transported to Other Sites: A State Perspective (Impact). Ron McCage and a representative from the state of Florida were recommended for this presentation. The purpose of these presentations would be to present alternative ways of formulating a system for providing technical assistance and information across school district lines.

The afternoon of the second day would consist of small group sessions by states. The individual state group sessions would consist of writing the "state strategies" for disseminating Part D project results. During the second day, examples of model strategies in evaluation, dissemination, technical assistance, and information profiling would be presented which would include the roles of local and state project directors. The sessions could address topics such as: How to insure continuation on-site after federal money is terminated. And how to locally package usable project results.

Another key presentation (on the second or third day) would address the following question: What mutual benefits can be derived from involving teacher educators in Part D projects? Individuals nominated for this presentation are: Lloyd Briggs (Oklahoma), Lorella McKinney (Ohio), Peter Haines (Michigan), and Ken Rowe (Arizona).

The third day would include a USOE update on legislation and information pertinent to Part D project directors. Time would also be set aside for meetings on a categorical basis (e.g., Part D project directors, cooperative education supervisors, etc.) with their respective federal official (e.g., Joyce Cook, Marion Craft).

A banquet should be held on Thursday evening (February 24). The consensus was to have the presentation be somewhat entertaining. The individuals nominated for the presentation included: Fred McClure (Texas A&M), Dean Berkey (Indiana), and Gerald Fisher (Hot Springs, Arkansas). The banquet should be preceded by a social hour (cash bar).

Exhibits

The use of exhibits was discussed. The committee suggested that project directors be encouraged to bring reports and related materials which could be displayed at the conference. The exhibitors should also be encouraged to bring some information request forms for project participants. This strategy would hopefully increase the spread of project results. The exhibits should be in a secure area to minimize the loss of the displayed items.

Training Materials

The need for training materials was discussed with the consensus being that the materials should be disseminated after the conference. The training package materials would supplement the major presentations. This package would not be validated prior to the conference and would not be used for pre-post testing in any way.

Evaluation Plan

The handout, Evaluation Plan, which outlines five activities, was discussed. The self-report form was deleted. An evaluation at the end of each small group session will be conducted as well as an end of the conference summary evaluation. Copies of the "State Strategies" will be obtained which will be used as a baseline for the follow-up questionnaire used during the month of May. This follow-up questionnaire will attempt to determine what the project participants have done as a result of attending the conference.

Dissemination Plan

The handout, Dissemination Plan, was discussed. The conference brochure will be mailed to the state directors of vocational education. The committee recommended that a conference report should be developed and distributed to conference participants as soon as possible following the conference. The format of this report should be as attractive (e.g., illustrations, etc.) as budget and time allow. A final report for deposit in ERIC will be developed. One copy of a newsletter will be distributed to project participants, in addition to a copy of the training materials.

APPENDIX C

Training Materials

1. Definitions[1]

Increasing the Impact of Innovative Projects

Career—This lifelong concept comprises the total work an individual does in his or her lifetime. (4)

Career Education—This is a process which utilizes both the school and the community to enable individuals to make choices leading to success in their lifelong developmental patterns of living, learning and working. This process which is not limited to an instruction level includes development of self awareness, career awareness, exploration of options, decision making, and preparation in one or more career fields to achieve the individual's career objective. (1, 3, 4, 8)

Cooperative Education—As an educational program, cooperative education is planned and coordinated by school instructional staff. Academic courses, related vocational instruction, and supervised training experiences are integrated into alternate periods of time which prepare students for employment. Cooperative education activities are characterized by (1) school-approved instruction; (2) a written training agreement; (3) paid work experience related to classroom instruction; and (4) vocational skill training for specific areas of employment. (1, 7, 8, 13, 14)

Demonstration—This is a phase of the diffusion process in which the educational project is *exhibited* in its specific setting, allowing potential users to *observe* it in operation, examine *evidence* of its effectiveness, and *judge* its potential use in their own educational setting. (1)

Development—This is a process of systematic inquiry resulting in the creation/improvement of a practice, product, or program. (8)

Diffusion—The total process (e.g., demonstration, inservice, etc.) leading to the use of an innovation by a specified client group which is linked to a communication network and social system. (2, 5, 9)

Disadvantaged—This term is applied to individuals other than handicapped individuals who are unable to enter, make progress, and complete a vocational education program because of educational underachievement. These difficulties with the English language and some economic and cultural backgrounds negatively affect the individual's motivation, attitude, and lack of knowledge of the world of work. These individuals require special programs, program modifications, or related services to succeed in vocational education programs. (1, 6, 8, 14)

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[1] These definitions were prepared by project staff for the Vocational Education Impact Conference. They were prepared to provide a common frame of reference for discussion at this conference. They attempt to describe and differentiate among existing career/vocational programs. These definitions do not reflect any official view of The Center for Vocational Education or the sponsors of the conference, The Ohio Department of Education, Division of Vocational Education, or the U.S. Office of Education. The numbers following each definition refer to references on the last page of this handout.

Dissemination—This is a process of providing sufficient information to potential users of an innovation for adoption, adaptation, or rejection decision. (10, 11)

Education—This is a lifelong process which consists of all planned and organized activities and experiences through which an individual learns. (4)

Employment—This term includes those activities and services related to jobs, occupations, and careers in the national economy for which wages or salaries are paid. (1)

Evaluation—This is a systematic procedure to assess the achievement of predetermined objectives. This ongoing process provides direction for program changes and modifications. (1)

Exemplary—This is a practice, product, or policy which has been certified as outstanding based on its effectiveness. (11)

Experience-Based Career Education—The concept of experience-based career education relies on the community as a comprehensive alternative to the regular high school program. Direct student experiences either fulfill or supplement the requirements for graduation. EBCE is characterized by (1) non-paid work experiences; (2) exploratory learning experiences; (3) the rotation of young people to more than one work site; and (4) individualized student experiences. (3, 16)

Experiential Learning—As used at this conference, this is an umbrella term used to describe instructional programs in education operating under a variety of conditions. These programs include cooperative education, experience-based career education, and work experience. (1, 3, 8)

Exportable—This is a characteristic of a validated practice, product, or policy which can be communicated to and used by other school districts with similar needs and environments. (11)

Handicapped—This term is applied to individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or otherwise health impaired who, because of their condition(s) cannot succeed in a regular vocational education program. These individuals require special programs, program modifications, or related services to succeed in vocational education programs. (1, 6, 8, 14)

Impact—This term refers to the effect of a particular practice, product, or policy on a particular person or agency.

Innovation—This term refers to any concept, practice, or product which is perceived as new by the potential user. (9)

Occupation—This term refers to an individual's primary work role or employment for which he/she is paid. (1, 4)

Occupational Education—This is a broad, generic term which means any educational program with a career relationship provided by a variety of delivery systems. The primary focus or goal of the program is paid employment. (1, 4, 8)

Related Vocational Instruction—This instruction usually consists of in-school courses specifically designed to develop relevant occupational skills and knowledges, to improve personal skills, and to provide necessary basic education. (1)

Sex Bias—This is the underlying network of assumptions which implies men and women should be different not only physically, but also in their tastes, talents, and interests. (12, 14, 15)

Sex Discrimination—This is the process of intentionally limiting opportunities on the basis of the sex of the individual. This process is prohibited in education through Title IX legislation. (12, 14, 15)

Sex Stereotyping—The process of attributing behavior and/or characteristics to a person or a group of persons because of their sex. Stereotypes consist of generalizations about a person or a group of persons on the basis of one or a few characteristics or behaviors which may or may not be based on factual evidence. (12, 14, 15)

Strategy—This is a course of action consisting of a series of projected steps or techniques moving from a problem to a solution. (2)

Vocation—This term is applied to an individual's work role at a specific period of time. (4)

Vocational Education—This concept consists of organized educational programs which are designed to prepare individuals at the secondary, postsecondary, and adult levels for paid or non-paid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (1, 6, 8, 14)

Work—This concept consists of a conscious effort which aims to produce benefits for oneself and/or others in a society. (4)

Work Experience—A student enrolled in a work experience program may be either paid or non-paid depending upon the situation. The program is (1) school approved; (2) linked to specified educational outcomes; and (3) occurs in work settings. (1, 8, 14, 16)

Work Study—This financial aid program is for full-time students in need of earnings to commence or continue his or her vocational education. Only public or non-profit private agencies may provide part-time employment for these students who must be fifteen to twenty-one years of age at the start of employment. These programs are (1) school approved; and (2) may or may not be related to students' educational objectives. (1, 7, 8, 13, 14)

When Can a Student Engage in Non-Paid Work Experience?

In accordance with the Fair Labor Standards Act in general, and the Department of Labor Publication WH-1297, six criteria must be met to allow students to engage in non-paid work experience. The six criteria are:

1. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school.

2. The training is for the benefit of the trainees or students.

3. The trainees or students do not displace regular employees, but work under their close supervision.

4. The employer that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his/her operations may actually be impeded.

5. The trainees or students are not necessarily entitled to a job at the conclusion of the training period.

6. The employer and the trainees or students understand the the trainees or students are not entitled to wages for the time spent in training.

Summary of Program Characteristics

Descriptors	EXPERIENTIAL LEARNING			Work Study
	Cooperative Education	Experience-Based Career Education	Work Experience	
1. Paid Work Experience	Yes	No	Optional	Yes
2. In-School Instruction	Yes	Yes	Yes	No
3. Specified Student Educational Outcomes	Yes	Yes	Yes	Optional
4. School Supervision of Student Work	Yes	Yes	Optional	No
5. Credit Granted Toward Graduation	Yes	Yes	Optional	No
6. Vocational Preparation for Special Area of Employment	Yes	No	Optional	No
7. Public or Non-Profit Private Employers	Yes	Optional	Optional	Yes
8. Profit-Oriented Employers	Yes	Optional	Optional	No

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APPENDIX C

Training Materials

2. Background Paper for Strategy Development[1]

This paper is intended as a brief overview of dissemination strategy development considerations. These considerations are categorized under three questions:

- Who are the key actors?
- How are innovations used?
- What strategies are most effective?

The formulation of a dissemination strategy requires the same processes regardless of the field of application. New ideas in vocational education are developed and disseminated in much the same manner as new ideas in other disciplines such as medicine. There are prerequisites to the formulation of a dissemination strategy. An exemplary project director must know his/her audience in order to formulate effective dissemination strategies. Secondly, a knowledge of the new idea being promoted is essential if the disseminator is to be credible with the user audience.

This paper was written to provide limited knowledge of strategy development considerations and a common language for the strategy development sessions scheduled for February 24, 1977. Regional, state, and local leaders should agree on procedures for dissemination if they are to work together for optimum impact of exemplary project results. These sessions provide a forum for discussion of such procedures. Exemplary project directors should emerge from such discussions with a clear concept of appropriate target audiences for exemplary project results. Hopefully discussants will agree on roles and relationships between organizations, e.g., the relationships between a state education agency and local education agencies.

One expectation for this conference held by its planners is the development of dissemination strategies at the state and local levels. These strategies may be relatively simple or they may be complex depending upon the conditions at the project site. A complex strategy for dissemination of project results would specify a target audience, one or more techniques for achieving observable objectives, and, perhaps, a time line for accomplishing each objective. Agreement on such strategies within each region would be an ambitious goal for this conference. However, conference planners would like to see agreement on at least a few strategies for disseminating project results. This can be a simple listing of ideas perceived to be most effective in spreading the results of Part D projects.

Who Are the Key Actors?

There are many conceptual models of the change process. Reduced to their basic forms, the following three elements seem to be present in most of the models:

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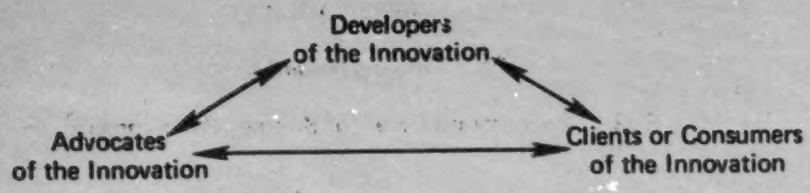
[1] This paper was prepared by project staff for the Vocational Education Impact Conference. It does not reflect any official view of The Center for Vocational Education or the sponsors of the conference, the Ohio Department of Education, Division of Vocational Education or the U.S. Office of Education.



A discussion of these elements follows. The developers of the innovation may be in a university, an educational laboratory, or an R&D center. They may be in a local school district. Frequently development is a joint enterprise with outside specialists working with teachers and administrators in a local district. The question of ownership of the innovation becomes important in the formulation of a dissemination strategy because most people feel more committed to innovations they have helped develop. In these cases, the *development* sites may become *demonstration* sites. The developers become advocates. Development sites in local school districts have other advantages, particularly if the audience for project results is other local educators. Advocates of an innovation have credibility with persons who are similar to themselves. People who "speak the same language" tend to agree on ideas and accept each other's values.

Relationships among the developers/demonstrators and users of the project results are extremely important. Positive relationships among individuals must be present if project results are used. A potential user is not likely to borrow ideas from someone if he/she does not like the individual or agree with the intent of the innovation. On the other hand, friends tend to share information and give credit to each other. This colleagueal relationship tends to exist among people without reference to proximity of location. Interestingly, some research evidence tends to indicate that adjacent school districts may feel competitive with each other, which reduces the likelihood of innovation transfer.

Who are the key clients for Part D project results? If the Part D priority is career education for students in school districts, then school districts should be the key targets. Demonstration sites in a state should be located in districts of different size because smaller districts tend to have different problems than larger districts. Big city school districts have unique needs compared to rural districts. Such demographic information should be considered in designing a network of demonstration sites.

In addition to the consumer of the innovation, another key actor in the dissemination of project results is the state coordinator of Part D projects. This person can play a vital role in determining the location of demonstration projects and in providing resources for demonstration projects. Some states have progressed to the point of providing travel funds and other incentives for staff from target schools to visit demonstration sites. Thus, the state office functions as a catalyst in the dissemination of project results.

Some innovation dissemination techniques require the identification of key actors to a very great extent. For example, before an interpersonal interview can take place (as a dissemination technique) it is necessary to select the appropriate individual for the interview. The selection of the appropriate person requires a knowledge of the community, the school staff, and a sense of change process timing considerations. A discussion of such change process skills is beyond the scope of this paper.

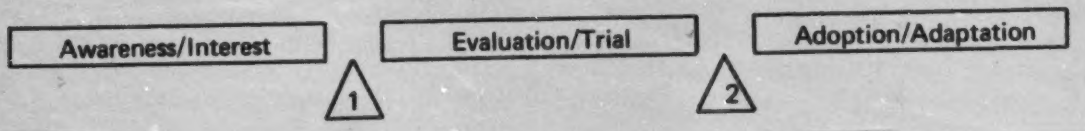
How Are Innovations Used?

The classical approach to innovation adoptions stresses the need for rigorous testing of innovations among persons similar to the ones being influenced. Such a setting provides insights into acceptance behaviors of clients while the innovation is being developed. This linear model of product development comes out of an engineering orientation.

However, research on user behavior tends to discount this approach; particularly when the innovation is actually being tried in the adoption site school setting. Human beings are not always predictable; they exercise ingenuity in the adaptation of products to local site conditions. These decisions are not always based on the best information. In fact, research indicates that people tend to use the information source nearest them regardless of the quality of the advice! Formulators of innovation dissemination strategies should be aware of such behavior.

Innovations tend to be used when they are recommended by a friend, if they cost about the same or less than the existing practice, and if they fit into the school setting without disturbing other activities. In any event, innovations are rarely accepted without some modifications. Usually these modifications help the new idea fit into the existing structure of the school system. This situation presents problems for advocates of innovations who are concerned with the integrity of the new idea. The fidelity of the implementation process is important if the users want to claim benefits for the innovation in the new setting which are similar to test results. A sophisticated on-site implementation procedure provides decision events which would function as quality control check points to assure the innovation being implemented had not lost any of its salient features for effective performance.

Most people in positions of authority in educational institutions are busy. The disseminator of innovations must compete with many influences for the time and attention of key decision makers. It behooves the disseminator to know the current level of knowledge of the decision maker he/she is trying to influence. One authority in rural sociology has identified several stages in innovation adaptation. These stages are: Awareness, Interest, Evaluation, Trial, and Adoption. For the purposes of this paper, these stages are being modified into the following:



Research at The Center for Vocational Education tends to show three time-phased segments in the process of innovation diffusion. The first phase must attract the attention of the decision maker. Strategies and techniques which create an awareness of the innovation in the minds of potential users seem to work best. After a user indicates an interest in the new idea, the second phase of evaluation and trial use begins. Usually this phase requires a commitment of resources such as time and funds from the user. Therefore, a decision event is indicated. For example, potential users may have to decide if the innovation offers sufficient promise for the user to travel to the demonstration site. Most evaluations of an innovation and/or trial use require small group interactions between the advocate and the potential user.

After an innovation has been tried on a small scale, a second decision event occurs. This one calls for a larger expenditure of funds and a decision on whether or not to go system-wide with its use. Incorporation of the new idea into a school system should include planned evaluations of its effectiveness and subsequent opportunities for adaptation and/or elimination from the system.

Leadership is needed in the dissemination and implementation of innovations among school districts. Voids exist in the transfer of knowledge from one school district to another. State departments, colleges, universities, and intermediate service agencies have roles to play in assisting local school districts to improve their educational programs.

What Strategies Are Most Effective?

State departments of education have a responsibility to let school districts know about effective projects and programs. Systems exist, e.g., the research coordinating units, for dissemination information about new ideas. Methods of interpreting this information for school districts are needed. College and university staff members should know about current development efforts. They should be incorporating exemplary projects into their instructional programs, and they should be in a position to offer technical assistance to local districts upon request.

No single dissemination strategy or technique works best all the time. The effectiveness of the strategies depend upon the conditions in the environment at the time of use. Some generalizations are appropriate for types of dissemination strategies. The following suggestions are made for modes of dissemination.

Examples of Dissemination Modes for Part D Project Results

	Mode	*Probable Conditions for Best Use*
1.	Publicity	This mode is best when the project is new; the objective is to make people aware of its existence.
2.	Printed Information	Circular letters, and memos are ideal for dates or announcements. Printed information is less effective in influencing individuals than some other types of communication.
3.	Interpersonal Communication	Talking to persons on a one-to-one basis ranks as one of the best means of influencing others. This approach is very useful when commitments are being made to use an innovation.
4.	Technical Assistance	Having teams of persons demonstrate the use of a developed product is one of the best ways of launching a new start. Complex implementation procedures can be discussed among several people.
5.	Legal Mandate	The use of rules and regulations may be the only way to implement unpopular decisions. It should be used primarily when other methods fail.

Dissemination strategies, such as using people, are unique. Their effectiveness depends upon many conditions, not the least is the disposition of the advocate. Some time could be spent during the workshop sessions on discussion of the conditions conducive to innovation implementation in a school district.

APPENDIX D

Conference Program

PROGRAM

Tuesday, February 22, 1977

7:00–8:30 p.m.	REGISTRATION	Lobby

Wednesday, February 23, 1977

Chairperson: Cadar Parr, Associate Commissioner for Occupational Education and Technology, Texas Education Agency

7:30–8:30 a.m.	REGISTRATION	Crystal Lounge
8:30 a.m.	WELCOME TO THE CONFERENCE	Crystal Ballroom
	Robert E. Taylor, Director The Center for Vocational Education	
9:00 a.m.	EXPERIENTIAL LEARNING: SOME CHANGES FOR THE FUTURE	
	Eugene Dorr, Associate Director State Board for Community Colleges of Arizona	
9:45 a.m.	COFFEE BREAK	
10:15 a.m.	SYMPOSIUM: IMPLEMENTING EXPERIENTIAL LEARNING	
	Joyce D. Cook, Part D Program Coordinator, U.S. Office of Education	
	David H. Hampson, Chief, Division of Career Exploration, National Institute of Education	
	William F. Pierce, Acting U.S. Commissioner of Education, U.S. Office of Education	
	Cadar Parr, Associate Commissioner for Occupational Education and Technology, Texas Education Agency	
11:45 a.m.	LUNCH (Individually Arranged)	

1:15 p.m.	INTRODUCTION TO SMALL GROUPS	Crystal Ballroom
1:30–4:00 p.m. (2 Sessions) 1:30–2:30 p.m. and 3:00–4:00 p.m.	PRESENTATION/DISCUSSION TOPICS	
	• **Experiential learning: what should it look like in post-secondary education?**	Room 310
	Michaelita Quinn, EBCE Program Director, Research for Better Schools, Inc.	
	• **Establishing standards for the award of academic credit, for projects conducted in the community**	Crystal Ballroom
	Ralph Baker, Field Outreach Director, Far West Laboratory	
	• **Examining the legal implications of non-paid experiential learning**	Room 346
	John Cook, Supervisor, Distributive Education, Cooperative and Work Study, West Virginia	
	• **Implementing Experience-Based Career Education, a network strategy**	Hereford Room
	David H. Hampson, Chief, Division of Career Exploration, National Institute of Education	
	• **Meeting requirements for achieving sex fair guidance and career opportunities**	Room 301
	Shirley McCune, Director of Title IX Equity Workshops Project, Chief State School Officers Council	
	• **Preparing teachers for new kinds of industry-education cooperation**	Room 302
	Virginia Thompson, Training Director, Northwest Regional Educational Laboratory	
	• **Increasing the value of community resource sites for experiential learning**	Room 306
	Harold Henderson, EBCE Program Director, Appalachia Education Laboratory, Inc.	
	• **Using evaluative information to persuade others to try exemplary project results**	Room 305
	Elvis Arterbury, Project Director, Partners in Career Education	

2:30–3:00 p.m.	COFFEE BREAK	Area between Crystal Ballroom and Crystal Lounge
5:00 p.m.	ATTITUDE ADJUSTMENT HOUR	Crystal Ballroom
6:00 p.m.	ADJOURN	

Thursday, February 24, 1977

Chairperson: Darrell L. Parks, Assistant Director, Ohio Department of Education, Division of Vocational Education

8:00 a.m.	ANNOUNCEMENTS INTRODUCTION TO THURSDAY'S ACTIVITIES	Crystal Ballroom
8:15 a.m.	LINKING R&D WITH DISSEMINATION—THE ILLINOIS APPROACH Ronald D. McCage, Director, Research & Development Section, Department of Adult, Vocational and Technical Education, Illinois Office of Education Tom Boldrey, Project Director, Experience-Based Career Education, Joliet, Illinois	
9:00 a.m.	USING REGIONAL AGENCIES IN FLORIDA TO IMPLEMENT INNOVATIONS Margaret Ferqueron, State Coordinator of Career Education and Program Administrator of Dissemination, Division of Vocational, Technical and Adult Education, Florida State Department of Education	
9:45 a.m.	COFFEE BREAK	
10:15 a.m.	SMALL GROUP MEETINGS BY STATES (Part D Coordinators in charge)	Individual Rooms
11:45 a.m.	LUNCH (Individually Arranged)	
1:15 p.m.	THE ROLE OF TEACHER EDUCATORS IN THE DISSEMINATION OF PART D PROJECTS Rutherford Lockette, Director of Vocational Education, University of Pittsburgh	Crystal Ballroom

2:15–5:00 p.m.	SMALL GROUP MEETINGS BY USOE REGIONS (For the purpose of refining state strategies for disseminating Exemplary Project results)	(Coffee delivered to rooms)
	Region I	Angus Room
	Region II	Room 306
	Region III	Longhorn Room
	Region IV	Hereford Room
	Region V	Room 346
	Region VI	Santa Gertrudis Room
	Region VII	Room 301
	Region VIII	Room 302
	Region IX	Room 305
	Region X	Room 310
6:00 p.m.	DINNER MEETING	Crystal Ballroom
	Toastmaster: B. J. Stamps, Assistant Superintendent, Instructional Services, Dallas, Texas	
	DISSEMINATION OF PROJECT RESULTS FROM ONE SCHOOL DISTRICT TO ANOTHER	
	Duane Lund, Superintendent of Schools, Staples, Minnesota	
8:00 p.m.	ADJOURN	

Friday, February 25, 1977

Chairperson: Lawrence Braaten, Chief, Demonstration Branch, U.S. Office of Education

7:45 a.m.	ANNOUNCEMENTS	Crystal Ballroom
8:00 a.m.	STRATEGIES FOR THE NATIONAL DISSEMINATION OF PROJECT RESULTS	
	Joel H. Magisos, Associate Director The Center for Vocational Education	
9:00 a.m.	CONFERENCE EVALUATION	
9:45 a.m.	COFFEE BREAK	
10:15 a.m.	INCREASING THE IMPACT OF PART D PROJECTS: NEXT STEPS	Hereford Room Room 346 Room 302
	Joyce D. Cook, Part D Program Coordinator, U.S. Office of Education	
11:30 a.m.	ADJOURN	

APPENDIX E

Publicity Activities

1. A.V.A. Poster

INCREASING THE IMPACT OF INNOVATIVE PROJECTS IN VOCATIONAL EDUCATION

Announcement of a Conference. A three-day national conference, designed to increase the impact of federally-administered Part D exemplary projects, is planned for February 23-25, 1977 at the Sheraton-Fort Worth Hotel in Fort Worth, Texas. Persons familiar with experience-based career education, cooperative education, and exemplary projects will discuss (on the first day) experiential learning as a mode for vocational education. Presentations on the second day will suggest state systems for innovation dissemination/implementation. The role of teacher educators in dissemination of innovations will be addressed. Participants in the conference will be expected to develop state strategies for increasing the impact of Part D projects. The third day of the conference will examine ways to disseminate exemplary project results throughout the nation.

Persons Invited. State Directors of Vocational Education, Exemplary Project Directors, Cooperative Education Supervisors, Work-Experience Supervisors, State Part D Coordinators and teacher educators are invited to this conference.

This Conference is being conducted by The Center for Vocational Education, The Ohio State University. It is sponsored by the U.S. Office of Education (Part F) and the Ohio State Board of Vocational Education. For further information regarding the conference please contact William L. Hull, Project Director.

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University · 1960 Kenny Road · Columbus, Ohio 43210
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APPENDIX E

Publicity Activities

2. *Centergram* Article

CENTERGRAM

Volume XI, No. 12 December 1976

Increasing the Impact on Federally-Administered Vocational Education Exemplary Projects

A national conference to increase the impact of innovative projects will be held February 23 25, 1977 at the Sheraton Fort Worth Hotel, Fort Worth, Texas. Expected participants in the conference will include exemplary project directors, cooperative education supervisors, work experience supervisors, state directors, state Part D coordinators, and teacher educators. The purpose of the conference will be to familiarize participants with experiential programs in vocational education and strategies for disseminating Part D project results.

The Center is conducting this project under sponsorship of the U.S. Office of Education, Part F, Section 553, and the Ohio State Board of Vocational Education. For further information regarding the conference, contact William L. Hull, project director, at The Center.

PRESENTERS/PLANNERS

Tom Baldrey, Project Director, Experience-Based Career Education, Joliet High School District 204, Joliet, Illinois

Lawrence Braaten, Chief, Demonstration Branch, U.S. Office of Education

- Clayton D. Carlson, Part D Project Director, Watertown Independent School District No. 1, Watertown, South Dakota
- Joyce D. Cook, Part D Program Coordinator, U.S. Office of Education
- Marion R. Craft, Program Officer, Cooperative Education, Work Experience, and Work Study Programs, U.S. Office of Education
- James Dasher, Supervisor of Exemplary Programs, Division of Vocational, Technical, and Adult Education, State Department of Education, Little Rock, Arkansas

Eugene Dorr, Associate Director, State Board for Community Colleges of Arizona, Phoenix, Arizona

- Homer E. Edwards, Director, Vocational Education Programs, Region V, U.S. Office of Education

Margaret Fregeuron, State Coordinator of Career Education and Program Administrator of Dissemination, Division of Vocational, Technical and Adult Education, Florida State Department of Education, Tallahassee, Florida

- David H. Hampson, Chief, Division of Career Exploration, Education and Work Group, National Institute of Education
- Paula Hocken, Distributive Education Teacher-Coordinator, Trevor G. Browne High School, Phoenix, Arizona

Joel Magnes, Associate Director, The Center for Vocational Education, The Ohio State University

- Ronald D. McCage, Director, Research and Development Section, Department of Adult, Vocational and Technical Education, Illinois Office of Education, Springfield, Illinois

Joe D. Mills, Director, Division of Vocational, Technical and Adult Education, Florida State Department of Education, Tallahassee, Florida

- Bernard C. Nye, Assistant Director, Distributive Education Services, Division of Vocational Education, Ohio Department of Education, Columbus, Ohio
- Darrell L. Parks, Assistant Director, Professional Staff and Curriculum Development, Division of Vocational Education, Ohio Department of Education, Columbus, Ohio
- Alex Perrodin, Associate Dean-Instruction, College of Education, University of Georgia, Athens, Georgia
- Peter C. Rein, Director, Division of Work-Study Education, St. Louis Public Schools, St. Louis, Missouri

Robert E. Taylor, Director, The Center for Vocational Education, The Ohio State University

- John A. Wanat, Director, Cooperative Vocational-Technical Education, New Jersey State Department of Education, Trenton, New Jersey

- Conference Planning Committee Members

Reservations are limited to 300 persons. Please send your room reservation form to the Sheraton-Fort Worth Hotel by February 1, 1977. Questions about the conference may be addressed to William L. Hull, The Center for Vocational Education, 614/486–3655.

This conference is conducted by The Center for Vocational Education pursuant to a contract (No. OH-V-N-O) with the Ohio Department of Education, Division of Vocational Education, and the U.S. Office of Education under provisions of EPDA Part F, Section 553.

Points of view or opinions expressed at this conference are those of the speakers only. No official endorsement or support by The Center for Vocational Education, the Ohio Department of Education, Division of Vocational Education, or the U.S. Office of Education is intended or should be inferred.

The Center does not discriminate against any individual for reasons of race, color, creed, religion, national origin, age, or sex.

THE CENTER FOR VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 Kenny Road Columbus, Ohio 43210

APPENDIX E
Publicity Activities
3. Conference Brochure

Increasing the Impact of Innovative Projects

Sheraton-Fort Worth Hotel
Fort Worth, Texas

February 23-25, 1977

THE CENTER FOR VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 Kenny Road Columbus, Ohio 43210

Participants

State Directors of Vocational Education, Exemplary Project Directors, Cooperative Education Supervisors, Work-Experience Supervisors, Part D Coordinators and Teacher Educators are invited to this conference.

PROGRAM

Tuesday, February 22, 1977

7:00–8:00 Registration

Wednesday, February 23, 1977 . . . Chairperson: (To be announced)

7:30–8:30 Registration

8:30–9:00 Welcome to the Conference

Robert E. Taylor

9:00–9:45 Experiential Learning: Some Changes for the Future

Eugene Dorr

9:45–10:15 Coffee Break

10:15–11:45 Symposium: Implementing Experiential Learning

Joyce D. Cook
Marion R. Craft
David H. Hampson
Joe D. Mills

11:45–1:15 Lunch

1:15–1:30 Charge to Small Groups

1:30–4:00 Presentation/Discussion Topics

- Articulating experiential learning from secondary to post-secondary education
- Establishing standards for the award of academic credit for projects conducted in the community
- Examining the legal implications of non-paid experiential learning
- Implementing Experience-Based Career Education, a network strategy
- Meeting requirements for achieving sex fair guidance and career opportunities
- Preparing teachers for new kinds of industry-education cooperation
- Selecting training stations for experiential learning
- Using evaluative information to persuade others to try exemplary project results

Each participant will attend two of the above groups.

5:00–6:00 Attitude adjustment hour

Thuraday, February 24, 1977 . . .Chairperson: Darrell L. Parks

8:00–8:15 Announcements
Introduction to Thursday's Activities

Dissemination: Two State Perspectives

8:15–9:00 "Linking R&D with Dissemination—The Illinois Approach"

Ronald D. McCage
Tom Boldrey

9:00–9:45 "Using Regional Agencies in Florida to Implement Innovations"

Margaret Ferqueron

9:45–10:15 Coffee Break

Devising Dissemination Strategies for Implementing Part D Project Results

10:15–11:45 Small Group Meetings by States (Part D Coordinators in Charge)

11:45–1:15 Lunch

1:15–2:15 "The Role of Teacher Educators in the Dissemination of Part D Projects"

(Speaker to be announced)

Providing Technical Assistance Within and Across State Lines

2:15–5:00 Small Group Meetings by USOE Regions for the purpose of refining state strategies for disseminating Exemplary Project results

6:00–8:00 Dinner Meeting

(Speaker to be announced)

Friday, February 25, 1977 . . . Chairperson: Lawrence Braaten

7:45–8:00 Announcements

8:00–9:00 "Strategies for the National Dissemination of Project Results"

Joel H. Magisos

9:00–9:45 Conference Evaluation

9:45–10:15 Coffee Break

10:15–11:30 *Increasing the Impact of Part D Projects: Next Steps*

Cooperative Education

Marion R. Craft

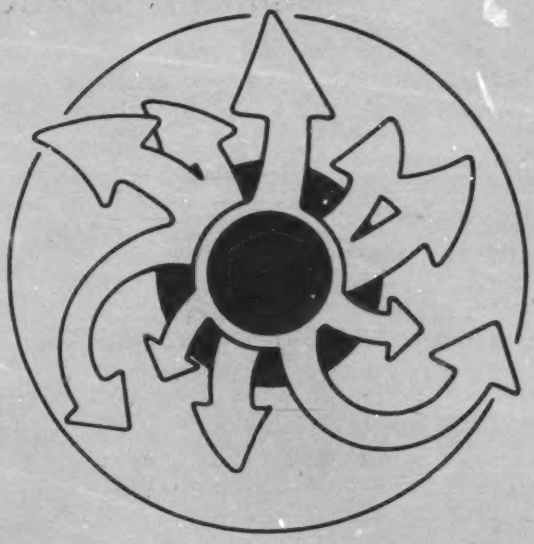
Exemplary Projects

Joyce D. Cook

APPENDIX F
Dissemination Activities
1. Newsletter

news briefs from innovative projects

May 1977
Edited by Joan Jones
The Center for Vocational Education
The Ohio State University
Columbus, Ohio



KEDDS in Kansas: Full Service Dissemination

Ken Best, Coordinator of Career Education, Wichita Public School, USD No. 259, reports that he is now in the process of implementing EBCE into the Kansas Educational Development and Dissemination System (KEDDS). The system is a state-wide effort, facilitated through the Wichita schools, and funded by private and federal grants.

Ken explains that his project is listing itself as an EBCE demonstration site in KEDDS which will provide a full range of services. KEDDS, for example, will provide district needs assessment and consultative help in evaluating and implementing the direction a district may pursue.

Ken adds that this full service dissemination concept means that an EBCE project "loaded into" the KEDDS filing system would appear to anyone using the community information system.

The purpose of this newsletter is to share current information about the implementation of exemplary project results among participants who attended the Vocational Education Impact Conference in Fort Worth, Texas, in February, 1977.

The articles included in this newsletter were selected from communications between project staff at The Center for Vocational Education and Part D project directors/coordinators. Every effort has been made to verify the accuracy of the information; however, most of the communication occurred by phone, and the content is not documented in reports or other project materials.

The newsletter design suggests the theme of the national conference: Increasing the Impact of Innovative Projects.

The project, Increasing the Impact of Innovative Projects, is sponsored by The Center for Vocational Education pursuant to a contract with the Ohio Department of Education, Division of Vocational Education, and The U. S. Office of Education under provisions of EPDA Part F, Section 553 (Project Director, William L. Hull; Graduate Research Associate, James V. Bina).

Vermont: SPACC and a Second Site

Student Plans and Career Clusters (SPACC) is a career education project of the Burlington, Vermont, School District and the State Department of Education. The project model, Student Plans, was developed in Burlington during the past one and a half years. Under the direction of Pasquale DiLego, SPACC has utilized six dissemination/implementation strategies to spread the use of project results.

The SPACC project has used a request form at national conferences through which participants may obtain project materials and be placed on the project newsletter mailing list.

The SPACC newsletter, a second strategy, is distributed throughout the state and specifically to the 16 vocational center directors.

Teachers are in-serviced at monthly workshops, and workshops also serve key individuals in agencies concerned with youth and employment; e.g., the half-way house, job service agency, and unemployment agency.

A fourth dissemination strategy is a brief informational session used to describe career education in terms of "what it is" and "how to do it". Sessions of this kind have been conducted in Vermont, New Hampshire, and Massachusetts through half-day workshops.

Lastly, a second site for conducting the project has been developed at North Country High School in Newport, Vermont. The Newport site, approximately 70 miles from Burlington, will be used to field test the student model for transportability. SPACC provides the materials at this site and provides for substitute teachers when they are needed.

Arkansas Busy With Fort Worth Ideas

Earl A. Clevenger, Project Director at Foothills Vocational-Technical School, Searcy, Arkansas, reports the following dissemination/implementation activities resulting from ideas obtained at the Fort Worth Conference:

1. a series of newspaper articles with pictures concerning students in the General Cooperative Education classes;
2. a leaflet for distribution to employers;
3. a pamphlet for distribution to educators so that they can adopt or adapt project results; and,
4. a series of radio interviews with General Cooperative Education classes.

Oklahoma . . . OK!

As a direct result of meeting with other EBCE directors at the Impact Conference in Fort Worth, Sam Kerr, Coordinator of Career Education at Moore-Norman Vocational-Technical School in Norman, Oklahoma, indicates that his group will meet with the Appalachian Educational Laboratory Part D site groups in Missouri this summer. Evaluation and dissemination efforts will be discussed at this meeting.

cont. p. 4

New Hampshire: Third Party Evaluation, Checklist, Handbook, and Guides

Project Bridges, under the direction of Susan Klaiber at Somersworth High School in New Hampshire, finds that interest in the project has increased greatly within the state as well as in other states largely as a result of informal communication by five members of the third party evaluation team.

Other dissemination strategies have included a presentation at the State Vocational Education Association Conference and coordination of the projects career education efforts with the Research Coordinating Unit.

Furthermore, Part D staff and teachers of three states--Massachusetts, Vermont (see Vermont article), and New Hampshire,--have met four or five times in the past two years. These sessions have focused primarily on management procedures even though the projects differ in content.

The project is developing several products for use by other school districts.

Examples of the tentative products include:

1. Guidance Gate Checklist (procedures and forms for monitoring the "guidance" of vocational students by student, parents, instructor and counselor);
2. Community Training Site Handbook (Rationale, planning and implementation steps as well as materials used in setting up a series of no-wage vocational training sites in the community);
3. Labor Needs Analysis - a "how-to" guide including some comments on "why"; and,
4. Curriculum guides for in-school vocational programs in Agri-Business and Natural Resources; Business and Office; Communications and Media; Construction; Hospitality and Recreation.

Wisconsin: Articulating EBCE

The EBCE project of Fond du Lac School District in Wisconsin, directed by Ron Nelson, has utilized many varied dissemination/implementation strategies.

Ron's project has submitted several articles to periodicals such as the Career Education Newsletter and the curriculum journal, Forward. Press releases and feature stories in local and regional newspapers have been written as well.

The project participated in a locally initiated two-day meeting on dissemination in Chicago. Other USOE Region V EBCE projects were involved in the meeting.

Presentations concerning dissemination project results have been given at the State Guidance Conference and at the Regional Conference for Special Education. A third presentation has been arranged for the Secondary Principals of Wisconsin Conference slated for Summer, 1977.

Further plans include: (1) a two-three day summer curriculum workshop on EBCE at the University of Wisconsin at Stout, (2) a slide presentation currently being developed, and (3) an outreach plan under development with three phases: local, state, and regional (USOE).

South Dakota: "VIEW" and "PATHFINDER"

Two South Dakota projects are utilizing dissemination strategies to spread the use of their project results. The first, Career Competency Program/South Dakota VIEW (Vital Information for Education and Work) is a combination program of Part D (EBCE) and Part B (VIEW). The VIEW project is directed by Ella Stotz, career counselor at Huron School District which serves as the fiscal agent and provides the physical plant. The project compiles occupational information which has been localized for South Dakota. The current data bank contains 417 occupations relevant to the state.

Dissemination/implementation strategies include dissemination of the occupational information to all public and private schools in the state as well as to the job service agencies and corrections institutions. Furthermore, the project conducts workshops to prepare teachers and counselors to use and adapt the project materials to their respective schools and is in the planning stages of a state dissemination program.

A second project in South Dakota is the PATHFINDER project at the Lake Area Vocational-Technical Institute. This project is directed by Clayton D. Carlson of the Watertown Independent School District. PATHFINDER students are provided with experience at the project site and in the community. They are exposed to nontraditional job roles through audiovisual and printed materials and through simulated and real work situations.

Students, who range in age from 16 years to middle-age, are assisted in setting work and educational goals based on a format of 13 occupational clusters. Six clusters are being phased in during the first year. Through testing, counseling, and experience, students identify one or two clusters of personal interest, and then identify and explore specific occupations.

Oklahoma cont. from p. 2

Sam also reports that a survey is being conducted, and a task force formed, for the purpose of putting together an EBCE communication network. The task force includes directors from the Northwest Regional Laboratory, the Far West Regional Laboratory, the Appalachian Educational Laboratory, and Research for Better Schools, as well as other EBCE directors.

The comments expressed in this newsletter do not necessarily represent endorsement by The Center for Vocational Education, the Ohio Department of Education, or The U. S. Office of Education.

The Center does not discriminate against any individual for reasons of race, color, creed, religion, national origin, age, or sex.

APPENDIX F
Dissemination Activities
2. Communicator Article

E P D CONSORTIUM D
P.O. BOX 1300
RICHARDSON, TEXAS 75080
VOL. 3, NO. 4

Conference Participants Strive for Innovation Impact

A national conference to increase the impact of innovative projects was conducted in Fort Worth, Texas, February 23-25, 1977, by The Center for Vocational Education for the purpose of increasing the ability of vocational education leaders to disseminate Part D exemplary project results. The conference brought together leaders of Part D exemplary projects at the state and local levels, cooperative education and work experience state consultants, teacher educators, developers of experience-based career education, and specialists in innovation dissemination. Dr. Robert E. Taylor, Director of The Center, opened the conference. Dr. William F. Pierce, then Acting U.S. Commissioner of Education, addressed the group.

General seminars included a symposium on implementing experiential learning and presentations from individual speakers. Small group discussions were held on selected topics including the implementation of this year's Part D priority, Experience-Based Career Education (EBCE). Strategies for disseminating Part D results were planned by participants in each region.

A call for a human resource policy was heard from the keynote speaker, Dr. Eugene L. Dorr, Associate Director of the State Board for Community Colleges of Arizona.

Major presentations at the conference were: linking R & D with dissemination, using regional agencies to implement innovations, the role of teacher educators in the dissemination of Part D projects, and dissemination of project results from one school district to another. Major presenters included Dr. Dorr, Joyce Cook, Part D Program Coordinator at USOE; David H. Hampson, Chief, Division of Career Exploration, NIE; Ron McCage, Illinois Office of Education; Tom Boldrey, Illinois EBCE Project Director; Margaret Ferqueron, Florida State Department of Education; Rutherford Lockette, University of Pittsburgh; Duane Lund, Superintendent of Schools in Staples, Minnesota; Larry Braaten, USOE; and Joel Magisos, The Center for Vocational Education.

A committee of teachers, supervisors, project directors, teacher educators and research coordinating unit directors planned the conference. Conference objectives were:

1. To clarify and describe the Part D exemplary projects' anticipated results,
2. To discuss dissemination strategies for implementing these results, and
3. To develop state and local strategies for encouraging the spread of these results from one site to another.

A newsletter is being prepared by the project staff as a means of sharing information about exemplary project results. Limited copies of the proceedings of the conference containing the major papers will be available from the project director at The Center for Vocational Education in June, 1977.

The conference was sponsored by The Ohio Department of Education, Division of Vocational Education, and the U.S. Office of Education under the provisions of EPDA, Part F, Section 553. If you are interested in obtaining more information about the conference, please contact Dr. William L. Hull, Director, Increasing the Impact of Innovative Projects, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

APPENDIX G
Follow-up Project Evaluation

Respondent Identification Number_____

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INCREASING THE IMPACT OF INNOVATIVE PROJECTS

FOLLOW-UP QUESTIONNAIRE

INSTRUCTIONS

The items in this questionnaire relate to the dissemination/implementation strategies developed at the Vocational Education Impact Conference you attended at the Sheraton-Fort Worth Hotel on February 23-25, 1977. We would like to know if you were able to use the dissemination/implementation plans developed at the conference.

Please check your present position (check one):

_____ Local level _____ State level

Your opinions will be pooled with others for a group response to the questionnaire. Your answers to these questions will be held in strict confidence; no individual response will be identified. We appreciate your voluntary completion of this questionnaire. Please place the completed questionnaire in the self-addressed stamped envelope for a prompt return to The Center.

The items in this questionnaire require two types of ratings. The left-hand column indicates the opportunity you have had to use this strategy since the time the conference was conducted. The right-hand column represents the extent of use. Any combination of ratings is possible except for items marked as "no opportunity for use." There would be no use of the strategy if an opportunity for use did not exist. Most of the items should have two ratings when you are finished. For example:

Opportunity for Use		Strategy	Extent of Use				
Yes	No		None or Low	—	Medium	—	High
1	2		1	2	3	4	5
(1)	2	A circular letter was mailed to persons interested in the demonstration project.	1	(2)	3	4	5

A. Opportunity for Use		Strategies	Extent of Use				
Yes 1	No 2		None or Low — Medium — High				
			1	2	3	4	5
1. AWARENESS/INTEREST							
a) 1	2	Develop brief commercial and educational television public service spots to inform the public about the benefits and costs of the project.	1	2	3	4	5
b) 1	2	Provide project information to educators from other school districts at national and/or state conferences.	1	2	3	4	5
c) 1	2	Develop a brief slide/sound tape of project activities for presentation to community service organizations.	1	2	3	4	5
d) 1	2	Involve teacher education agencies in the dissemination of project results.	1	2	3	4	5
e) 1	2	Interact with governmental agencies, e.g., CETA, manpower programs, and youth programs, to promote use of project materials.	1	2	3	4	5
f) 1	2	Develop a written dissemination plan.	1	2	3	4	5
g) 1	2	Submit brief progress reports of project activities to various agencies, e.g., Chamber of Commerce, business, industry, and labor for inclusion in their newsletters.	1	2	3	4	5
h) 1	2	Develop printed information, e.g., brochures and flyers about the project which can be distributed to a wide variety of audiences.	1	2	3	4	5
i) 1	2	Submit articles describing the project to professional journals.	1	2	3	4	5
j) 1	2	Develop and distribute a project newsletter to numerous audiences.	1	2	3	4	5
k) 1	2	Use the mass media facilities, e.g., newspapers, radio, and television, for press releases and feature stories to inform the public about the project.	1	2	3	4	5
l) 1	2	Conduct "career days" which highlight the project's materials and activities.	1	2	3	4	5
2. EVALUATION/TRIAL							
a) 1	2	Identify change agent staff responsibilities and/or position(s) within the project for dissemination purposes.	1	2	3	4	5
b) 1	2	Establish a technical assistance team to help other school districts use project results.	1	2	3	4	5
c) 1	2	Encourage the active consideration of the project by administrators, e.g., principals and assistant superintendents of instruction.	1	2	3	4	5
d) 1	2	Establish and provide incentives, e.g., release time, travel, credit and recognition, to personnel from other school districts to evaluate and try the innovation.	1	2	3	4	5

Opportunity for Use			Strategies	Extent of Use				
	Yes 1	No 2		None or Low — Medium — High 1	2	3	4	5
e)	1	2	Provide evaluative information on project results to school administrators.	1	2	3	4	5
f)	1	2	Document student achievement of project activities.	1	2	3	4	5
g)	1	2	Establish procedures, e.g., extended visits and internships, for personnel who desire an in-depth knowledge of the project.	1	2	3	4	5
h)	1	2	Develop booklets on how to use project results for other educators.	1	2	3	4	5
3.	ADOPTION/ADAPTION							
a)	1	2	Provide materials which are easily adapted and used in other school districts, e.g., designed in modules, segments, or units.	1	2	3	4	5
b)	1	2	Provide incentives for adoption of materials, e.g., recognition, credit, travel, released time.	1	2	3	4	5
c)	1	2	Obtain the written endorsement of the local and state advisory boards.	1	2	3	4	5
d)	1	2	Use state department personnel to encourage adoption of the innovation by school districts.	1	2	3	4	5

B. **Approximately how many local administrators and teachers have been contacted using these strategies during the months of March and April, 1977?**

_____ **Number of administrators** _____ **Number of teachers**

C. **Indicate the primary problems you have encountered since February 1977, in the use of strategies for dissemination/implementation of project results, e.g., lack of time for dissemination activities.**

_____

_____

_____

_____

D. **Identify a particular strategy which has been effective in implementing exemplary project results from one site to another throughout the state, e.g., statewide meetings of project directors.**

_____

_____

_____

_____

Thank you for completing this questionnaire. Please place it in the stamped, self-addressed envelope provided or mail to:

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